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ABSTRACT

Literature-search techniques and personal contacts were used to develop a list of 52 colleges with innovative and non-traditional educational delivery systems. These schools were contacted to obtain catalogs and other descriptive, program information. By October 1978, 38 colleges had responded. Of these, 16 had particularly creative and innovative programs. At least one of the following techniques was employed at each of the colleges: cognitive mapping; mini-courses or non-credit courses; learning resource centers; contract learning; life-learning programs; integrated courses combining subject matter from different disciplines; strong interdisciplinary emphases; coordinated studies offering students a coherent program rather than unrelated courses; University without Walls, where students live and study in a non-classroom environment; Dial-An-Answer and Dial Our Listen Library Yourself (DOLLY), which provide taped information over the telephone; Goldmark Mark I and II, which store videotape programs and transmit them at a very rapid rate in varying configurations; methods of awarding variable credit to students taking selected course units; campus television networks; and the VERB system, which transmits instructors' verbal and written messages by phone. The study report provides a matrix indicating which colleges offer which programs, and brief descriptions of the innovations. (AYC)

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NON-TRADITIONAL/INNOVATIVE INSTRUCTIONAL DELIVERY SYSTEMS

A LITERATURE SEARCH FOR INSTITUTIONS DARING TO DEVIATE FROM THE CONVENTIONAL

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 800 260

June 30, 1979

Prepared by: Frank C. Roberts

Literature-search research techniques, as well as personal contacts and recommendations, were used to develop the list of possible non-traditional schools. The CSU Northridege ERIC collection, US Colleges: Narrative Descriptions (a book from the College Bluebook Series) and an unpublished institutional development project done at West Valley College by Dr. Gerald Sharp, provided the bulk of the information.

A list of fifty two schools with possible innovative and/or non-traditional educational delivery systems has been compiled. These schools were contacted and requested to provide catalogs, as well as any other information regarding their particular innovative programs. By October 14, 1978, thirty eight institutions had replied. Most of the schools who responded supplied catalogs and some provided additional information.

Of the thirty eight schools and individuals replying, sixteen have particularly creative and innovative programs. Seven of these sixteen appear outstanding. The remaining twenty two schools all have a great deal to offer but their format is not as non-traditional as some. The sixteen exceptional colleges are listed on the following tables.

A list of the colleges contacted starts on page 2. The 38 schools that responded are marked with an "*".

Some attention should be called to the League for Innovation in Community Colleges. The League is comprised of forty five campuses in eleven states having a total enrollment of over 300,000 students. Nineteen of these campuses are in California. Numerous projects have been funded directly through the League to promote innovation and experimentation. Two meetings were attended as a part of this project and numerous innovative delivery systems cataloged as a result. Antelope Valley College is now on the mailing list of this league.

SCHOOLS IDENTIFIED AS OFFERING NON-TRADITIONAL PROGRAMS

	Date Letter Sent
*Arkansas State College Conway, Ark	8-16
*Golden West College Huntington Beach, Ca	8-10
Johnston College University of Redlands Redlands, CA	8-16
*Los Angeles City College Los Angeles, Ca	8-16
*Orange Coast College Costa Mesa, Ca	8-10
Florida Agricultural & Mechanical University Tallahassee, Fla	8-16
*Palm Beach Jr. College Lake Worth, Fla	8-10
*St Petersburg Jr College Clearwater, Fla	8-11
Santa Fe Jr. College Gainesville, Fla	8-10
*University of West Florida Pensacola, Fla	8-11
Chicago City College - TV College Chicago, Ill	8-16
Chicago State University Chicago, Ill	8-16
*De Paul University Chicago, Ill	8-16
*Governors State University Park Forest South, Ill	8-1-
McCormick Theological Seminary Chicago, Ill	8-16
*Earlham College Richmond, Ind	8-16

*Hampshire College Amherst, Mass	8-16
*University of Massachusetts Amherst, Mass	8-11
Nasson College Springvale, Maine	8-16
*Oakland Community College Bloomfield Hills, Mich	8-10
*Central Nebraska Technical College Hastings, Neb	8-9
*Brookdale Community College Lincroft, NJ	8-9
*Burlington County College Pemberton, NJ	8-9
Institute for Advanced Study Princeton, NJ	8-16
*Stockton State College Pomona, NJ	8-16
*Alternative of Learning Center College of Staten Island Staten Island, NY	8-11
Bard College New York, NY	8-16
Empire State College Saratoga Springs, NY	
Hostos Community College Bronx, NY	8-16
*Friends World College Huntington, NY	8-16
*Long Island University Southhampton, NY	8-16
Medgar Evers College City University of New York Brooklyn, NY	8-16
*State University of New York College at Brockport Brockport, NY	8-16

*Staten Island Community College Staten Island, NY	8-10
*Central Piedmont Community College Charlotte, NC	8-9
Experimental College Monot State College Minot, ND	8-11
Hiram College Hiram, Ohio	8-16
*Lane Community College Eugene, OR	8-9
*Linn-Benton Community College Albany, OR	8-9
*Portland Community College Portland, OR	8-9
Eastfield Community College Mesquite, TX	8-10
*El Centro College Dallas, TX	8-9
*Mountain View College Dallas, TX	8-9
*Tarrant Jr. College Fort Worth, TX	8-10
Mark Hopkins College Brattleboro, Vermont	8-16
*Evergreen State College Olympia, WA	8-10
*Mount Royal College Calgary, Canada	8-11
*University of California, San Diego La Jolla, Ca	8-20
*University of California, San Francisco San Francisco, Ca	8-20
*Mountain-Plains College Glasgow AFB, Montana	9-21
Platt Technical Community College Columbus, NB	10-13
Peralta College for Non-Traditional Study Berkeley, Ca	10-13

CLASSIFICATION OF NON-TRADITIONAL PROGRAMS IN 16 INNOVATIVE INSTITUTIONS

		Non-traditional Grading System	Independent Study	Mini/Non-credit Courses	Learning Resources Center	Individually Designed Curriculum	Open Entry & Exit	Contract Learning	Courses Via T.V.	Credit for Life Experience	Year-round Calendar	Other Programs
Brookdale Community College		X	X	X	X							Course testing whenever student is prepared No finals or mid-terms
Burlington County College					X	X						
Central Piedmont Community College				X	X							Dial-Access retrieval system Dial Our Listening Library Yourself
DePaul University (School for New Learning)**						X	X	X		X	X	Contract graduation requirements
Earlham College			X			X						Living-Learning programs Intergrated courses
Evergreen State College**					X		X					Strong interdisciplinary emphasis Coordinated Studies
Friends World College**								X		X		University Without Walls
Governors State University**	NG		X		X	X		X			X	Module learning system University Without Walls
Hampshire College**	NG			X								Only requirement for graduation is advanced project & each division's examination Three sequential divisions replace convention freshman-senior divisions
Lane Community College					X							Dial-An-Answer Goldmark I Goldmark II

	Cognitive Mapping	Non-Traditional Grading System	Independent Study	Mini/Non-credit Courses	Learning Resources Center	Individually Designed Curriculum	Open Entry & Exit	Contract Learning	Courses Via T. V.	Credit for Life Experience	Year-Round Calendar	Other Programs
Mountain View College**	X		X		X		X		X			
Oakland Community College	X				X							
Portland Community College (Rockcreek Center)**							X					Modular Learning system Variable Credits Core Programs
State University at Brockport					X							VERB Campus Television Network Modular Learning system
Central Technical Community College							X					Students may live on campus Individualized Instruction Methods
Golden West College					X	X				X		Coordinated Instructional Delivery System

In summarizing the results of the search, care was exercised because in many cases information was vague. Most schools provided catalogs and a few included some additional information, however, most catalogs did not describe the innovative effort in any detail. Follow-up phone calls and correspondence was often necessary.

The only institutions included in the summary matrix on pages 2 and 3 are those judged to have moderately or exceptionally innovative programs. Those with exceptional programs are denoted with **.

Cognitive Mapping - Identifies the learning approach most effective for each particular student. The students map is compared with the styles offered by each instructor. Each instructor prepares a brief description of each course he/she teaches describing the type of course, instructional methods and basis for grading.

Mini/Non-Credit Courses - Some institutions offer credit for these courses, some do not. Some of these classes are the usual semester length, others are shorter. There are two general classifications: 1) personal enrichment -- often directed toward community needs, and 2) those teaching a very specific skill.

Learning Resources Center - Provide tapes, films, programmed materials, and general audio-visual materials for students and faculty. Also provides a place for students to work.

Contract Learning - The student designs a contract specifying the learning activities to be engaged in, the competencies to be mastered and the method of assessment to be used.

Living-Learning Programs - Courses generally offered in dormitories.

Integrated Courses - A combination of subject matter from different disciplines

Strong Interdisciplinary Emphasis - Coordinated interdiscipline studies involving related topics in biology, sociology and anthropology, as an example.

Coordinated Studies - Students study one coherent program at a time rather than several unrelated courses.

University Without Walls - A program wherein students live and study in a non-classroom environment and often in two or more different world regions.

Dial-An-Answer and Dial Our Listen Library Yourself (DOLLY) - Taped material that can be listened to over the telephone and dial accessed.

Goldmark Mark I - Instructional delivery system capable of storing up to 30 one-hour slide/sound and motion programs of a conventional 60 minute videotape, then transmitting them at a very rapid rate to an unlimited number of TV receivers simultaneously or in varying configurations.

Goldmark Mark II - A receiver capable of storing an entire 30 minute show in less than seven seconds, then playing it back in real time.

Variable Credits - Students may take small units of a course rather thna the entire 11 week course for incremental unit credit

Campus Television Network - A closed circuit television system reaching most of the classroom buildings.

VERB system - Both what the instructor says and writes are transmitted by telephone to students in multiple classrooms.

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